

## Pinecrest Elementary

220 Northside Drive  
Greenwood, South Carolina 29649

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	528 Students	
<b>Principal</b>	Pearly Milton	864-941-5580
<b>Superintendent</b>	William P. Steed, Ed.D.	864-941-5400
<b>Board Chair</b>	Dru James	864-223-1878

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	55	28	1	0

### IMPROVEMENT RATING

UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Excellent	Unsatisfactory	Yes
<b>2004</b>	Excellent	Good	Yes
<b>2005</b>	Good	Unsatisfactory	Yes

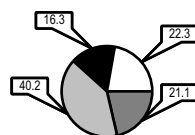
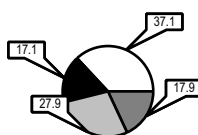
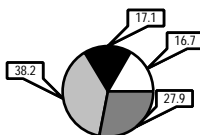
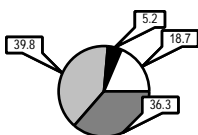
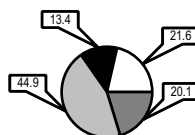
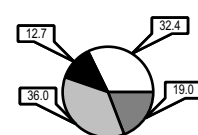
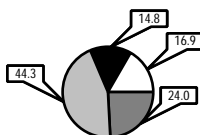
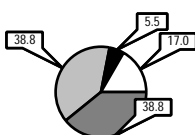
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

97.8%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	270	100.0	18.7	39.8	36.3	5.2	56.2	Yes	Yes
<b>Gender</b>									
Male	124	100.0	27.4	33.3	35.9	3.4	52.1		
Female	146	100.0	11.2	45.5	36.6	6.7	59.7		
<b>Racial/Ethnic Group</b>									
White	117	100.0	7.1	29.2	54.9	8.8	74.3	Yes	Yes
African American	118	100.0	27.9	53.2	18.0	0.9	37.8	Yes	Yes
Asian/Pacific Islander	15	100.0	7.1	28.6	50.0	14.3	85.7	I/S	I/S
Hispanic	18	100.0	54.5	36.4	9.1	0.0	18.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	206	100.0	12.6	38.7	41.9	6.8	65.4		
Disabled	64	100.0	38.3	43.3	18.3	0.0	26.7	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	270	100.0	18.7	39.8	36.3	5.2	56.2		
<b>English Proficiency</b>									
Limited English Proficient	33	100.0	28.0	32.0	32.0	8.0	56.0	I/S	I/S
Non-Limited English Proficient	237	100.0	17.7	40.7	36.7	4.9	56.2		
<b>Socio-Economic Status</b>									
Subsidized meals	143	100.0	30.2	47.6	21.4	0.8	38.9	Yes	Yes
Full-pay meals	126	100.0	7.2	32.0	51.2	9.6	73.6		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	270	100.0	16.7	38.2	27.9	17.1	58.2	Yes	Yes
<b>Gender</b>									
Male	124	100.0	17.1	38.5	27.4	17.1	58.1		
Female	146	100.0	16.4	38.1	28.4	17.2	58.2		
<b>Racial/Ethnic Group</b>									
White	117	100.0	4.4	28.3	38.9	28.3	77.9	Yes	Yes
African American	118	100.0	27.9	48.6	18.9	4.5	38.7	Yes	Yes
Asian/Pacific Islander	15	100.0	7.1	35.7	14.3	42.9	78.6	I/S	I/S
Hispanic	18	100.0	45.5	45.5	9.1	0.0	18.2	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	206	100.0	9.9	36.6	31.4	22.0	67.5		
Disabled	64	100.0	38.3	43.3	16.7	1.7	28.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	270	100.0	16.7	38.2	27.9	17.1	58.2		
<b>English Proficiency</b>									
Limited English Proficient	33	100.0	24.0	40.0	12.0	24.0	52.0	I/S	I/S
Non-Limited English Proficient	237	100.0	15.9	38.1	29.6	16.4	58.8		
<b>Socio-Economic Status</b>									
Subsidized meals	143	100.0	28.6	50.8	15.1	5.6	33.3	Yes	Yes
Full-pay meals	126	100.0	4.8	25.6	40.8	28.8	83.2		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	270	100.0	37.1	27.9	17.9	17.1	35.1
<b>Gender</b>							
Male	124	100.0	38.5	23.9	19.7	17.9	37.6
Female	146	100.0	35.8	31.3	16.4	16.4	32.8
<b>Racial/Ethnic Group</b>							
White	117	100.0	11.5	31.9	27.4	29.2	56.6
African American	118	100.0	60.4	27.0	9.0	3.6	12.6
Asian/Pacific Islander	15	100.0	28.6	7.1	28.6	35.7	64.3
Hispanic	18	100.0	81.8	18.2	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	206	100.0	28.8	28.3	21.5	21.5	42.9
Disabled	64	100.0	63.3	26.7	6.7	3.3	10.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	100.0	37.1	27.9	17.9	17.1	35.1
<b>English Proficiency</b>							
Limited English Proficient	33	100.0	52.0	12.0	16.0	20.0	36.0
Non-Limited English Proficient	237	100.0	35.4	29.6	18.1	16.8	35.0
<b>Socio-Economic Status</b>							
Subsidized meals	143	100.0	60.3	26.2	7.9	5.6	13.5
Full-pay meals	126	100.0	13.6	29.6	28.0	28.8	56.8

<b>Social Studies</b>							
All Students	270	100.0	22.3	40.2	21.1	16.3	37.5
<b>Gender</b>							
Male	124	100.0	28.2	40.2	12.0	19.7	31.6
Female	146	100.0	17.2	40.3	29.1	13.4	42.5
<b>Racial/Ethnic Group</b>							
White	117	100.0	6.2	32.7	31.9	29.2	61.1
African American	118	100.0	38.7	45.9	12.6	2.7	15.3
Asian/Pacific Islander	15	100.0	14.3	35.7	21.4	28.6	50.0
Hispanic	18	100.0	36.4	63.6	0.0	0.0	0.0
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	206	100.0	15.7	40.8	24.1	19.4	43.5
Disabled	64	100.0	43.3	38.3	11.7	6.7	18.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	270	100.0	22.3	40.2	21.1	16.3	37.5
<b>English Proficiency</b>							
Limited English Proficient	33	100.0	24.0	48.0	12.0	16.0	28.0
Non-Limited English Proficient	237	100.0	22.1	39.4	22.1	16.4	38.5
<b>Socio-Economic Status</b>							
Subsidized meals	143	100.0	37.3	47.6	12.7	2.4	15.1
Full-pay meals	126	100.0	7.2	32.8	29.6	30.4	60.0

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	80	100.0	7.8	26.0	42.9	23.4	66.2
	4	89	100.0	10.5	36.0	47.7	5.8	53.5
	5	78	100.0	14.3	50.0	34.3	1.4	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	9.7	29.2	51.4	9.7	61.1
	4	93	100.0	22.6	41.7	31.0	4.8	35.7
	5	101	100.0	22.1	46.3	29.5	2.1	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	80	100.0	10.4	54.5	27.3	7.8	35.1
	4	89	100.0	12.8	44.2	14.0	29.1	43.0
	5	78	100.0	10.0	44.3	28.6	17.1	45.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	76	100.0	15.3	48.6	20.8	15.3	36.1
	4	93	100.0	14.3	33.3	38.1	14.3	52.4
	5	101	100.0	20.0	34.7	24.2	21.1	45.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	76	100.0	33.3	41.7	18.1	6.9	25.0
	4	93	100.0	32.1	25.0	22.6	20.2	42.9
	5	101	100.0	44.2	20.0	13.7	22.1	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
<b>2005</b>	8							
	3	76	100.0	19.4	48.6	16.7	15.3	31.9
	4	93	100.0	9.5	41.7	32.1	16.7	48.8
	5	101	100.0	35.8	32.6	14.7	16.8	31.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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## SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 528)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.9%	Up from 1.7%	2.5%	3.0%
Attendance rate	96.6%	Down from 96.8%	96.4%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	7.9%	Up from 6.9%	3.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	7.4%	Up from 6.9%	2.9%	3.2%
Eligible for gifted and talented	21.1%	Up from 18.5%	18.6%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Up from 11.6%	7.8%	8.2%
Older than usual for grade	1.1%	Down from 2.1%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 42)</b>				
Teachers with advanced degrees	54.8%	Down from 57.1%	53.9%	52.6%
Continuing contract teachers	76.2%	Down from 88.1%	84.5%	83.3%
Highly qualified teachers	97.4%	No change	93.5%	93.5%
Teachers with emergency or provisional certificates	2.9%	Up from 2.7%	0.0%	0.0%
Teachers returning from previous year	83.4%	Down from 87.2%	88.7%	87.0%
Teacher attendance rate	94.2%	Up from 92.9%	94.9%	95.0%
Average teacher salary	\$40,469	No change	\$42,495	\$41,703
Prof. development days/teacher	16.1 days	Up from 14.2 days	12.8 days	12.8 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.6 to 1	19.2 to 1	18.8 to 1
Prime instructional time	88.6%	Down from 88.8%	90.0%	89.8%
Dollars spent per pupil*	\$6,335	Up 5.4%	\$5,941	\$6,242
Percent of expenditures for teacher salaries*	68.3%	Up from 65.9%	67.3%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.5%	Down from 99.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Excellent	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	86.9%		89.4%	
Highly qualified teachers in high poverty schools	N/A		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Creating an environment in which all students are provided a quality education by nurturing their minds and spirits continues to be our focus at Pinecrest Elementary School. Our students, staff, parents and community support these efforts each day. This year, Pinecrest was the recipient of a Gold Award in the 2004-2005 Palmetto Gold and Silver Award Program. We were also commended by the Education Oversight Committee for our efforts to close the achievement gap among our students. In addition, our South Carolina Fence Garden was a part of the Festival of Flowers tour this year.

New instructional strategies were implemented that further supported our focus. All of our teachers attended staff development on the Balanced Literacy Approach at the district and school level. The "Closing Achievement Gap 8 Step Process" was also used to help teachers design tutorial and enrichment sessions for all students in grades 3-5. Additional assistance was provided for students through after-school remediation in grades 3-5 and before school tutoring in grade 5. The before school tutoring was provided through a partnership with the Lander University Teaching Fellows Program.

We are proud of the many character-building opportunities that were provided for our students throughout the year. A Student Council was developed for students in grades 4 and 5. Students also participated in our About Face Drill Team, School Chorus, and the Art after-school program. We were especially proud of the service learning projects our students completed this year which included a bake sale for the Tsunami victims and the "Giving Tree" coin drive for United Way.

Pinecrest Elementary is a "great place to grow."

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	42	78	70
Percent satisfied with learning environment	95.2%	92.3%	86.4%
Percent satisfied with social and physical environment	95.2%	86.8%	94.2%
Percent satisfied with school-home relations	92.9%	89.7%	88.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.